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ABSTRACT

To determine high school journalism teacher/advisers' attitudes toward the effectiveness of current university programs directed toward high school scholastic journalism instruction, a study surveyed 291 Oklahoma teacher advisers employed during the 1986-86 school year. Responses were analyzed according to teaching certification, experience, school size, and publication type (yearbook or newspaper). Results showed, among other things, that about half of the respondents sent their journalism students to summer workshops and one-day university programs and about half of them attended with their students. From those schools that do utilize university programs now offered, most reported 10 or fewer students attending during a given summer. It was also found that high school journalism students and their teacher/advisers generally seek benefits that are not now being offered by universities and that by far the most preferred instructor for workshops and one-day programs was someone currently teaching/advising secondary school journalism. Overall, respondents rated as very helpful workshops in several locations around the state, workshops for teacher/advisers, individual student writing competitions and one-day skill workshops at universities. (Several recommendations are made based on these findings. Tables of data and 28 footnotes are included.) (JD)

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A needs assessment of high school journalism teacher-advisers concerning types of university programs most beneficial to scholastic journalism education

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Abstract

The effectiveness of university programs directed toward scholastic journalism is examined by this research. Demographic changes in students and teacher-advisers and changes in educational policies regarding secondary education are among the forces that can effect university programs. This study analyzed attitudes of Oklahoma journalism teacher-advisers employed during 1985-86, 62% of whom responded to a needs assessment of university programs for scholastic journalism. A breakdown of data by demographic characteristics was central to the study which also explored several aspects of attendance at such programs. Attitudes of teacher-advisers were analyzed according to those certified to teach secondary journalism and those not certified; those with four or more years of teaching experience and those with less; those employed at large schools and those employed at small schools; and those who advise yearbooks, those who advise newspapers and those who advise both publications.

The research suggests respondents, both those who currently attend university programs and those who do not, seek benefits not now being offered. Overall, workshops held in several locations around the state, workshops for teacher-advisers, individual student writing competition and one-day skills workshops held on a university campus were rated very helpful. Programs that deal with publications in the small school, photography, writing and design for both newspaper and yearbook and computer uses presented by someone who is currently teaching-advising secondary school journalism were requested. Findings show certified teacher-advisers and their students may benefit from programming different from that directed toward those not certified and their students. Results were inconclusive as to reasons for non-attendance; however, lack of student interest, lack of relevant programs and some state-wide and local school educational policies may influence attendance. There appears to be an available market for programs directed toward the approximately 50 percent of students and teacher-advisers not now being served, many of whom are at schools where the enrollment is less than 500.

Abstract

This study examined attitudes regarding the effectiveness of university programs directed toward scholastic journalism. Respondents were Oklahoma high school journalism teacher-advisers employed during 1985-86. Demographic changes in students and teacher-advisers and changes in educational policies regarding secondary education were studied as well as several aspects of attendance at programs. Data was analyzed according to four types of teacher-advisers. The research suggests an available market for programs designed for a diversified audience.

Preface

The authors wish to acknowledge the assistance of Marlan Nelson, director of the Oklahoma State University School of Journalism and Broadcasting, for his guidance in the conceptualization of the study and construction of the questionnaire. They wish to thank Claudette Goss of the Oklahoma Department of Education for help in developing a mailing list. They also thank professors Harry Heath, Richard Dodder and Ron McNew for help with early manuscript revisions.

A needs assessment of high school journalism teacher-advisers concerning types of university programs most beneficial to scholastic journalism education

Survey suggests programs for a diversified and segmented market

Many universities offering degrees in mass communication studies have sought to encourage high school journalism. Scholastic journalism has been viewed as the student's introduction to journalistic practices and as a vital element motivating young people to prepare for the mass communication professions. In the past, a variety of university programs have been directed toward scholastic journalism. Instruction for teachers has centered on workshops and courses, some offered for college credit. For high school students, the encouragement of state scholastic press associations, often university sponsored, plus one-day and week-long workshops and publication judging services have served to strengthen scholastic journalism. But there are those who have begun to question these traditional programs with regard to their ability to meet current needs of high school journalism students and their teacher-advisers. Demographic changes in students and teacher-advisers and changes in educational policies regarding secondary education are among the forces that affect university programs. Differences in program composition may lead not only to educational offerings that fail to meet the needs of the participants but to less frequent participation in university programs.

The continued interest of those in higher education in high quality

scholastic journalism programs is important. Research now shows that many students who are scholastic journalists determine their choice of mass communications as a career during high school (1). And a growing body of research shows that students who are involved in scholastic journalism have greater success in freshman-level college language arts courses than do their counterparts who lack journalistic training (2). Such research tends to validate the importance of scholastic journalism, and is a forceful argument for its continued support and the desirability of meeting its needs.

Literature Review

The present research sought information on two topics related to needs assessment and scholastic journalism programs offered by universities for students and teacher-advisers and for teacher-advisers only. First, the researchers wanted to learn the frequency of attendance at programs currently being offered in Oklahoma, as well as the reasons that teacher-advisers and their students did not attend programs currently offered. Secondly, an effort was made to determine the needs of students and teacher-advisers that could be met through university programs. At issue was the usefulness of different types of programs, usefulness of different topics of instruction at these programs and helpfulness of different types of instructors.

Little published research has addressed the attitudes of high school journalism teacher-advisers toward university programs, although several unpublished studies have directed investigation toward geographically determined groups of advisers (3). Recent research has implied that the "right types of workshops" will find a receptive audience (4). Whittle conducted a study of Iowa advisers and found that personal convenience, time

of year and location of workshops are important factors governing adviser attendance. The teachers studied showed a definite preference for instructors who are currently teaching and advising scholastic journalism or who had previous background in these areas. In addition Whittle found newspaper advising and teaching, photography, and journalism teaching methods as the top three areas of instructional need at workshops for advisers (5).

Click developed a model for short-term training of advisers by surveying high school journalism advisers as well as professors who teach courses for advisers. From the survey, he developed principles for training advisers, which were then validated by a jury chosen from those who had published widely in scholastic journalism periodicals. His training model was then established from the validated principles. The highest ranking of 11 areas of competency proved to be news judgment, gathering and writing; editing and design; professional practices, and law of student publications. Click concluded that many advisers are inadequately prepared for advising student publications and that training programs for these advisers should be considered. He suggested that his training model could be implemented in an academic quarter or a six-to-eight day, full-time program (6).

Bowles systematically examined the people and conditions involved in the production of yearbooks which received an All American rating in the 1979 National Scholastic Press Association critical service. She sought to describe high school yearbook programs which produced such top-rated publications. She then compared the production circumstances of the 1979 All American yearbooks with those books which won the same rating a decade earlier. Bowles' research found an increase in student attendance at

summer workshops over the ten-year period. Only 11 percent of staff members in 1979 did not attend summer workshops. Further, nearly one-half of the advisers in 1979 said their staff members attended a workshop located more than 200 miles from home. The production area found to be most troublesome was photography, which was listed as the no. 1 problem area in yearbook production by respondents (7).

Purpose

Past studies have developed profiles of scholastic journalism students, advisers and programs (8). Studies have ascertained needs assessments (9), judged effectivenes of programs (10) and developed model programs (11). Yet none reviewed has assessed needs according to differences in teacher-advisers. This study analyzes attitudes of teacher-adviser respondents regarding needs assessment of university programs directed toward scholastic journalism. A breakdown of data by demographic characteristics is basic to the study which also explores several aspects of attendance at relevant university programs.

The research sought to investigate attitudes of teacher-advisers according to four types:

1) those teacher-advisers certified to teach school publications and those not certified,
2) those teacher-advisers with four or more years of teaching experience and those with three or less years of teaching experience,
3) those teacher-advisers employed by large schools and those employed by small schools, and
4) those who advise yearbooks, those who advise newspapers and those who advise both yearbooks and newspapers.

The research questions are as follows:

1) What descriptors characterize attendance at university programs directed toward scholastic journalism?
2) What factors, including public school policy, affect attendance at university programs directed toward scholastic journalism?
3) What type of university programs directed toward scholastic journalism are most desired?
4) What type of instruction at university programs directed toward scholastic journalism is most desired?
5) What type of instructors are most desired at university programs directed toward scholastic journalism?

Method

Exploratory questions were developed and pretested by each of the 22 Oklahoma high school journalism teacher-advisers attending Oklahoma State University Journalism Day Nov. 8, 1985. Following the addition of five items, revision of five items and the elimination of one item, the resulting four-page questionnaire was mailed to 487 teachers who comprised the universe of Oklahoma public high school and/or mid-high journalism teachers, newspaper advisers and yearbook advisers employed for the 1985-86 school year.

An advance letter from the Oklahoma Department of Education was mailed from Oklahoma State University to principals of the teacher-advisers, who would be asked to participate. The letter advised the principals of the research objectives. Cover letters and coded questionnaires were mailed to teacher-advisers, followed by a second mailing to those who had not responded to the first mailing. Response to the two mailings totaled 291, a return rate of 62 percent. Of those responses, 10 recipients returned the questionnaire and declined to participate.

The questionnaire was constructed in five parts; however, only part five

is relevant to this research. Part five of the questionnaire was comprised of questions followed by limited choice response options, questions followed by yes-no response options, open-ended questions and items followed by a modified Likert-type scale. Frequencies and percentages were recorded for each response. Chi square was computed for each item according to the four types of teacher-advisers (12).

The reader should approach the research data with an awareness of certain limitations. First data obtained in the survey--information concerning circumstance as well as attitudinal information--is self-reported and its reliability should be approached with an appreciation of that fact. Second, scholastic journalism varies from state to state. Conclusions by the researchers regarding scholastic journalism in Oklahoma may or may not be applied to scholastic journalism elsewhere. The purpose of this study is to assess scholastic journalism: to provide an overview of attendance at programs currently offered by universities and to gauge attitudes of teacher-advisers toward programs most beneficial to scholastic journalism.

Findings

Breakdowns for each response were computed in four ways: those certified to teach journalism and advise school publications and those not certified, those teacher-advisers with four or more years of teaching experience and those with three or fewer years of teaching experience, those teacher-advisers at schools with enrollment greater than 501 students and those at schools with enrollment of 500 or fewer, and those who were yearbook advisers,those who were newspaper advisers, and those who were advisers of both publications. Table I presents frequencies and percentages

for each of the aforementioned types (13).

What descriptors characterize attendance at university programs directed toward scholastic journalism? Student attendance at summer workshops was reported by 45.5 percent of respondents; a larger proportion ($p<.001$) of respondents from small schools reported that their students do not attend. Culminative percentages reveal that of those respondents who reported that their students do attend summer workshops, 51.7 percent reported five or fewer students attend during a given summer and a total of 90.5 percent reported 10 or fewer students attend during a given summer. Student attendance from each school was reported as ranging from one to 26, with 10 (19.8 percent) being the most frequently reported number. While it may not be inferred, it may be considered that of the schools from which students attend summer workshops a sizable percentage of the class attends (14).

Teacher-advisers who responded that their students attend summer workshops were asked whether they accompany their students; 66.3 percent of the respondents replied they attend with their students. A larger proportion ($p.<.05$) of respondents from large schools responded that they attend with their students than did those from small schools.

Considering student and teacher-adviser attendance at one-day programs, 30.5 percent of those responding indicated they and their students do not attend while 27.9 percent attend occasionally and 41.5 percent attend regularly. Of the respondents who reported attendance at student publications days, 50 percent of the respondents reported 11 or fewer students attend a given program and 74.7 percent reported 19 or fewer students attend a given program. According to average group size, attendance from each school at one-day programs ranged from 2 to 80, with

10 being the most frequently reported number. Findings in other parts of this study lead to the suggestion that a large percentage of eligible students from each participating school attends (15).

Respondents who reported they and their students attended one-day programs were asked to report the number of days attended per year. Percentages reveal 92.3 percent of the respondents reported attendance at at least one one-day program per year. Of that figure, 34.5 percent attend two one-day programs per year.

What factors, including public school policy, affect attendance at university programs directed toward scholastic journalism? Those who reported non-attendance at one-day programs were asked to indicate reasons for not attending. Lack of school financing was chosen as a reason for non-attendance by 25.1 percent of the respondents. This was the largest frequency (see Table II) recorded for any item relating to reasons for non-attendance. Other reasons for non-attendance, in order of their frequency of selection by respondents, were 1) a state-wide educational policy limiting the number of excused absences for out-of-class activities to 10 days per year, 2) lack of student interest, 3) lack of school transportation, and 4) lack of relevant programs.

(Table II about here)

Certified teacher-advisers chose school financing ($p<.05$) as well as lack of school transportation ($p<.01$) as reasons for non-attendance at one-day programs in greater proportion than did those not certified. Respondents who were both yearbook and newspaper advisers chose educational policy limiting the number of excused absences for out-of-class activities to 10 days per year as a reason for non-attendance in greater proportion than did

those who advise only one publication ($p<.05$). There were no significant differences between the responses of experienced and teachers and those not experienced, or between the responses of teachers at large schools and small schools to any of the items selected as reasons for not attending student publication days.

Given opportunity to respond to an open-ended question regarding any other reasons for non-attendance, respondents' categorized replies in order of frequency were 1) traveling distance to programs was too great, 2)administrative permission to attend was refused, 3)students and advisers were too busy to attend, and 4) students and teacher-advisers could not afford to take time away from their other classes.

(Table III about here)

What type of university programs directed toward scholastic journalism are most desired? Table III shows how respondents rated usefulness of seven program types. Rank ordering of program types unweighted and were based on largest percentage of response to the "very useful" scale item shows one-day skills workshops located in several locations around the state ranked highest in usefulness followed by summer workshops for teachers and advisers. Individual student writing competition and one-day skills workshops for students held on the university campus occupy third and fourth positions, respectively. Respondents who were newspaper advisers ($p<.001$) and those who were certified ($p<.05$) rated the writing competition in higher proportions than did their counterparts. The item, one-day skills workshops held on the university campus was rated more highly by certified respondents ($p<.05$) than those not certified. Workshops conducted via teleconference ranked fifth and summer workshops for students ranked sixth.

A greater proportion of certified respondents (p<..05) and respondents at large schools (p<.01) rated usefulness of summer workshops for students more highly than their counterparts.

As to usefulness of instruction, the one-day program featuring speakers on a university campus was ranked seventh. Certified respondents (p<.01) rated usefulness of this item more highly than their counterparts. Of those replying to an open-ended question concerning the helpfulness of the university to journalism activities at individual schools, categorization of responses revealed 29 respondents or 25 percent of those replying requested workshops to be held closer to their respective high schools, 22 or 19.6 percent requested speakers be sent to their high school and 10 or 17.0 percent requested the mailing of printed information.

(Table IV about here)

What type of instruction at university programs directed toward scholastic journalism is most desired? The research yielded responses to 10 different types of instruction. Results are shown in Table IV. Rank ordering of types were not weighted and were based on largest percentage of response to the "very helpful" scale item. Publications in the small school, with respondents at small schools (p<.001) and respondents not certified (p<.05) rating instruction on publications in the small school more highly than their counterparts, ranked highest. Yearbook design and yearbook copy writing, with respondents who were yearbook advisers rating yearbook design (p<.01) and yearbook copy writing (p<.001) more highly than newspaper advisers or advisers of both publications, ranked second and third, respectively. Photography ranked fourth, followed by news writing and editing, with respondents at large schools (p<.05) and respondents who were

newspaper advisers (p<.001) rating news writing and editing more highly than their counterparts. Newspaper design was next, with newspaper advisers (p<.001) rating this item more highly than their counterparts, followed by computer uses, career development, and broadcasting, with respondents who were certified (p<.01) rating these three items more highly than their counterparts, and newspaper advisers (p<.05) rating broadcasting more highly than their counterparts. History and law, with respondents who were certified (p<.01) rating instruction in journalism and mass communication history and law more highly than those not certified, ranked tenth.

(Table V about here)

What type of instructors are most desired at university programs directed toward scholastic journalism? Responses were noted in four categories as shown in Table V. Rank ordering not weighted and based on the largest percentage of responses to the "very helpful" scale item indicates the type instructor rated "very helpful" by the largest percentage of respondents to be someone who is currently teaching-advising secondary school journalism followed by an instructor who is a media professional. Someone who represents a yearbook company or other publishing firm, with respondents at small schools (p<.001) and those who were yearbook advisers (p<.01) rating this item higher than their counterparts, ranked next. Someone teaching at a college or university, with respondents who were certified (p<.05) rating this item higher than their counterparts, ranked fourth.

Discussion

This research found that a little more than two-thirds of the teacher-advisers did not hold state certification applicable to their assigned

duties. These teachers, while certified in other areas of secondary education, do not hold state certification for journalism instruction. Click found only 18.3 percent qualified for state certification (16), while Whittle found that more than half of Iowa's journalism teacher-advisers reported themselves certified according to state standards (17). Other research has found teacher-advisers vary widely in their preparation for teaching journalism and advising school publications (18).

Teacher-advisers with four or more years teaching experience comprised 77.66 percent of the respondents of this study. About half the teacher-advisers studied had more than 10 years of experience teaching in public schools, a figure which may be surprising to some, although Bowles found that advisers of yearbooks which received an All American rating in 1979 averaged 15 years of teaching experience and 9.8 years of experience advising yearbooks (19). Despite this data, other literature suggests that journalism teachers are often new to the teaching profession (20). Click found 22.9 percent of the teachers he studied to have only one year of advising experience (21).

This research found nearly two-thirds of the teacher-adviser respondents were employed at schools where total enrollment was less than 500. Those who advise both yearbook and newspaper were found to make up 67.38 percent of the respondents, with those who advise only the yearbook representing 22.94 percent and those who advise only the newspaper representing 9.68 percent. These proportions coincide with Whittle's profile of the typical Iowa adviser, who usually was found to be responsible for both the school newspaper and yearbook (22).

Slightly less than half of the respondents reported student attendance at

summer workshops and one-day programs. Of those whose students attend university programs about two-thirds of the respondents attend workshops with their students. Of those respondents who reported participation at university programs, the average number of students attending was 10 for both summer workshops and one-day programs. Ten also was reported as the average class size, making it appear that attendance at university-sponsored workshops and programs is comprised of most eligible students from participating schools.

Those not attending one-day programs were asked to write their reasons for not attending as well as selecting reasons for non-attendance from a list provided in the questionnaire. Several different reasons for not attending were indicated by respondents, with school financing and policy prohibiting more than 10 days absence for out-of-school activities being most often selected by respondents. Although lack of student interest, lack of relevant programs and too great a distance to travel were given as reasons for non-attendance, many responses related to some kind of individual school or state-wide educational policy.

Approaching the findings concerning attendance from the standpoint of the demographic characteristics of the teacher-advisers, the researchers found those at small schools were less likely to attend summer workshops and one-day programs. Teacher-advisers at small schools were also less likely to attend workshops with their students. However, responses did not vary significantly from item to item of suggested reasons for non-attendance between those at large schools and small schools. Similarly there was no significant difference in responses of teacher-advisers at large schools and those at small schools as to reasons for non-attendance at

one-day programs. Findings suggest that reasons for non-attendance are similar for teacher-advisers at both large and small schools, even though fewer of those at small schools attend programs.

On the other hand, responses did vary when comparing teacher-advisers on other demographic characteristics. It was found that a larger proportion of certified teachers chose school financing and lack of school transportation to be reasons for non-attendance than did teacher-advisers who were not certified. Yearbook advisers chose policy prohibiting more than 10 days absence for out-of-school activities to be a reason for non-attendance in greater proportions than did newspaper advisers or those who advise both publications.

Overall, when gauging teacher-advisers attitudes toward needs of scholastic journalism that can be met throught university programs, one or more of several approaches may be beneficial, e.g., the research suggests that one-day skills workshops in several locations around the state, summer workshops for teachers and advisers, individual student writing competition, one-day skills workshops for students on the university campus and summer workshops for students. Each of these programs was rated either "very useful" or "somewhat useful" by 50 percent or more of the respondents. Whittle noted Iowa teachers' lack of interest in television courses, extension courses or other alternatives to the summer workshop for teacher-advisers (23) and these observations seem to correspond to the findings of this study as well as to Click's findings regarding teachers' preferences for workshops (24). The location of workshops also was found by Whittle to be significant, with teachers

> ... more willing to drive longer distances for week-long

> workshops than they are for one-day workshops. In general, one-day workshops would be preferred at a maximum distance of one hundred miles, while that distance could be doubled for a week-long workshop (25).

It is interesting to note that only 21.1 percent of the respondents in the present study rated summer workshops for students as "very useful," although 34.4 percent did rate them "somewhat useful." Summer workshops have traditionally been offered by many universities. Bowles reported that only 11 percent of the staff at schools whose yearbook won an 1979 All American award did not have students in attendance at such workshops (26).

Subjects of instruction rated "very helpful" or "somewhat helpful" by 75 percent or more of the respondents included publications in the small school, yearbook design, yearbook copy writing, photography, news writing and editing and newspaper design. These topics are similar to those selected by Click for his model for short-term training of high school publications advisers (27). Instruction on the topic of publications in the small school was ranked highest by unweighted percentages, with 88.4 percent rating this type of instruction either "very helpful" or "somewhat helpful." Whittle called attention to the expressed need for workshops designed for those at small schools who "feel that their problems and situations are unique." Too often, he pointed out, the offerings made available to small schools are not relevant to their particular needs.

By far the most preferred type of instructor at workshops and one-day programs was someone who is currently teaching-advising secondary school journalism. This type of instructor was rated either "very helpful" or "somewhat helpful" by 93.9 percent of the respondents. Someone who has

professional media experience and someone who represents a yearbook company or other publishing firm were more preferred than someone who holds a teaching position at a college or university. Nevertheless, someone who holds a teaching position at a college or university was rated "very helpful" or "somewhat helpful" by 64.9 percent of the respondents.

Approaching the findings concerning university programs directed toward scholastic journalism from the standpoint of program construction and demographic characteristics of teacher-advisers, the findings show several relationships. But there appears to be no differences in attitudes toward programs based upon the teaching experience of teacher-advisers. How much classroom experience one has had seems not to matter when considering program preference. What does seem to matter are the other three areas of demographic comparison.

Certain differences in attitudes found in this research may be called "obvious," i.e., more yearbook advisers prefer instruction in yearbook design and yearbook copy writing and select most often someone who represents a yearbook company or other publishing firm as an instructor than do newspaper advisers, and more newspaper advisers prefer instruction in news writing and editing and newspaper design than do yearbook advisers. Also, more teacher-advisers at small schools prefer instruction in publications in the small school than do those at large schools. When these differences in attitudes of teacher-advisers held in abeyance, a more critical analysis of the findings may be approached.

Teacher-adviser attitudes toward usefulness of university programs, helpfulness of various types of instruction at these programs and helpfulness of different types of instructors, taken in total, reveal differences in

attitudes on two items among those who were newspaper advisers, yearbook advisers and those who advised both publications. Survey results show newspaper advisers place greater emphasis on individual student writing competition and found broadcasting as a type of instruction offered at programs to be "very helpful."

Regarding differences between teacher-advisers at large schools and those at small schools, the findings indicate that those at large schools consider summer workshops for students to be more helpful, and instruction aimed at news writing and editing more useful, than do their counterparts at small schools. On the other hand, teacher-advisers at small schools find someone who represents a yearbook company or other publishing firm to be of greater help as an instructor than do those teacher-advisers at large schools.

The most numerous differences in responses were found between those teacher-advisers who were certified and those who were not certified. Certified teacher-advisers responded that one-day skills workshops for students held at a university campus, summer workshops for students and one-day program featuring speakers on a university campus are "very useful," whereas those not certified rated the same items lower. Further, those certified found computer uses, career development, broadcasting and journalism and mass comunication history and law to be "very helpful" types of instruction while those not certified rated the same items lower. It may be pointed out that the aforementioned types of instruction which were ranked lowest overall as preferred, nevertheless were found by more certified teachers to be "very helpful" than by their counterparts. The only item rated "very helpful" by those not certified in greater proportions than certified teacher-advisers was publications in the small school. Teachers not certified

rated publications in the small school "very helpful" as opposed to certified teachers who rated this item lower. Someone who holds a teaching position at a college or university was found to be "very helpful" by more certified teachers than by those not certified.

In summary, no differences were found between proportions of respondents with four or more years teaching of experience and those with three or less years teaching experience. Differences were found on two items regarding newspaper advisers and yearbook advisers and those advising both publications. Newspaper advisers rated the items higher than did yearbook advisers or those advising both publications. Differences were found on three items between those respondents at large schools and those at small schools. The largest number of differences in responses to items, eight in all, was found between certified teachers and those not certified. When respondents not certified found certain types of instruction and types of instructors and types of programs to be of less value, certified teacher-advisers as opposed to not certified teacher-advisers found those same instructional designs to be "very helpful."

Conclusion

The research reveals a need for university programs to benefit high school journalism. Responses appear to show that about half of Oklahoma's scholastic journalists take advantage of summer workshops and one-day, on-campus programs offered by universities. There appears to be an available market for university programs directed toward the approximately 50 percent who are not now being served by such programs, many of whom are at schools where the enrollment is less than 500. From those schools which do utilize university programs now offered, attendance often comprises a majority of

eligible students. An expected attendance of 10 from each participating school can be anticipated. Numerical growth is not projected to increase appreciably from the group attending programs currently offered.

Survey results are inconclusive as to reasons for non-attendance. Although lack of student interest and lack of relevant programs may be among the reasons for non-participation in university-sponsored events, the influence of some state-wide and local school educational policies also appear to deter attendance. Even though more of those at small schools do not attend programs, their reasons for non-attendance appears to be no different from those at large schools who do not attend.

High school journalism students and their teacher-advisers, both those who currently attend university programs and those who do not, seek benefits that are not now being offered by universities. Skills--writing and design for yearbook and newspaper and photography--are assessed needs of all teacher-adviser respondents. But in addition to these, certified teachers rate highly computer uses, career development, broadcasting and journalism and mass communication history and law as needed program topics. Such results suggest certified teacher-advisers and their students may benefit from programming different from programming beneficial to non-certified teacher-advisers and their students.

Overall, respondents rated workshops in several locations around the state, workshops for teacher-advisers, individual student writing competition and one-day skills workshops held on a university campus to be very helpful. Results show programs that deal with publications in the small school, photography, writing and design for both newspaper and yearbook; and computer uses presented by someone who is currently teaching-advising

secondary school journalism are desired by respondents as means through which universities may meet needs of scholastic journalism.

The research suggests that in order to meet current needs university programs should address a diversified and segmented market. Such university programs should be targeted in particular to audiences from schools where enrollment is large, schools where enrollment is small, to certified teacher-advisers and their students, to non-certified teacher-advisers and their students, to those involved with yearbook and those involved with newspaper.

Recommendations

Based upon the data collected and evaluated in this research project, the authors offer the following recommendations:

1) One one-day skills workshop should be held yearly on the university campus.
2) One-day summer skills workshops for students and teacher-advisers should be held at locations around the state, some with programs specifically for those at small schools.
3) A summer skills workshop for teacher-advisers should be held on the university campus. Workshop programs should be specifically designed for those certified and those not-certified.
4) Individual student writing competition should be held in conjunction with the one-day skills workshop.

The expanded attention directed toward computer uses and broadcasting reflected in responses suggests the need for other research dealing with these emerging interests so that planning of university programs to meet these developments may be implemented. A census survey of student access to computer use would seem to be in order. Also, an inventory of available outlets for students interested in broadcasting might be investigated.

Further research is needed to clarify reasons why many do not attend university programs offered. Particular attention needs to be directed toward educational polices and the ways in which such policies influence, positively or negatively, the growth and development of scholastic journalism.

Results of the present research, which pointed out the percentages of certified and experienced journalism teachers employed in Oklahoma, presents other opportunities for additional research. The certification of teachers in journalism and retention of teacher-advisers in the field introduces a topic of concern which reaches beyond the scope of research concerning effective university programs for scholastic journalism. Certification and retention of journalism teachers is a subject to be approached as a topic of major research interest crucial to scholastic journalism.

Table I

Types of Teacher-advisers

Type	Frequency	Percentage
Teacher-advisers with state certification for school publication	87	30.96
Teacher-advisers without state certification for school publication	194	69.04
N=281		
Teacher-advisers with four or more years of teaching experience	221	78.65
Teacher-advisers with three or fewer years of teaching experience	60	21.35
N=281		
Teacher-advisers employed at schools with enrollment greater than 501 students	101	36.20
Teacher-advisers employed at schools with enrollment less than 501 students	178	63.80
N=279		
Yearbook advisers	65	22.94
Newspaper advisers	28	9.68
Advisers to yearbook and newspaper	188	67.38
N=281		

Table II

Reasons for Not Attending Student Publication Days
(respondents may have indicated more than one reason)

Item*[1]	Is a Reason for Non-attendance	Is Not a Reason for Non-attendance
School financing*[2+]	25.1%	74.9%
State 10-day absence rule*[3+]	21.3%	78.7%
Lack of student interest	14.1%	85.9%
Lack of school transportation*[2++]	8.9%	91.1%
Lack of relevant programs	8.6%	91.4%

N=291 for each item. +=$p<.05$ ++=$p<.01$

*[1]Responses to an open-ended question regarding other reasons yielded, in order of frequency, these categorized answers: too great a distance to travel, refusal of administrative permission to attend, too busy to attend, couldn't afford time away from school.

*[2]Respondents who were certified teacher-advisers chose this item in larger proportions than did those not certified.

*[3]Respondents who were both yearbook and newspaper advisers chose this item in larger proportions than did those who were either yearbook or newspaper advisers.

Table III

Usefulness of Journalism/Mass Communication Programs
Ranked in Order of Largest Percentage of Very Useful Responses

Item	Very Useful	Somewhat Useful	Not Sure	Not Very Useful	Not At All Useful
1. One-day skills workshop located in several locations around the state N=275	57.1%	26.5%	10.2%	1.8%	4.4%
2. Summer workshops for teachers and advisers N=270	34.4%	33.7%	20.4%	5.-%	5.9%
3. Individual student writing competition*[1]+++*[2]+ N=268	30.2%	28.0%	26.9%	8.2%	6.7%
4. One-day skills workshops for students at OSU*[2]+ N=275	29.0%	32.3%	19.7%	8.6%	10.4%
5. Workshops conducted via teleconference N=262	25.6%	13.7%	24.0%	10.3%	26.3%
6. Summer workshops for students*[2]+*[3]++ N=270	21.1%	34.4%	27.8%	8.9%	7.8%
7. One-day speakers program on the OSU campus*[2]++ N=269	12.6%	24.2%	33.5%	18.6%	11.2%

+=p<.05 ++=p<.01 +++=p<.001

*[1] Indicates a significant difference in the responses of newspaper advisers, yearbook advisers, and those who were advisers to both publications to item 3. A larger proportion of respondents who were newspaper advisers, chose "very useful" than did yearbook advisers and those who advise both publications.

*[2] Indicates a significant difference in the responses of those certified and not certified for items 3, 4, 6 and 7. For each of these items the proportion of certified teacher-advisers responding was larger on scales marked "very useful" and "somewhat useful" than was the proportion of those not certified.

*[3] Indicates a significant difference in the responses to item 6 of teacher-advisers from large schools and those from small schools. The proportion of respondents at large schools was larger on the scale marked "very useful" than was the proportion of those at small schools.

Table IV

Types of Instruction at Workshops and Student Publication Days
Ranked in Order of Largest Percentage of "Very Useful" Responses

Item	Very Helpful	Somewhat Helpful	Not Sure	Not Very Helpful	Not At All Helpful
1. Publications in the small school*[1+,*2+++] N=269	74.3%	14.1%	7.1%	1.9%	2.6%
2. Yearbook design*[3++] N=264	72.3%	22.0%	3.8%	1.1%	0.8%
3. Yearbook copy writing*[3+++] N=265	72.1%	21.5%	2.6%	2.3%	1.5%
4. Photography N=274	69.3%	25.9%	2.6%	1.1%	1.1%
5. News writing and editing*[2+,*3+++] N=262	59.2%	27.5%	6.9%	3.4%	3.1%
6. Newspaper design*[3+++] N=258	53.1%	27.5%	9.7%	3.9%	5.8%
7. Computer uses*[1++] N=267	31.8%	41.2%	16.5%	6.0%	4.5%
8. Career development*[1++] N=260	17.3%	50.4%	17.7%	10.0%	4.6%
9. Broadcasting*[1++,*3+] N=256	7.0%	21.9%	30.9%	27.0%	13.3%
10. Journalism/mass communication history and law*[1++] N=260	6.9%	18.5%	33.1%	30.0%	11.5%

+=p<.05 ++=p<.01 +++=p<.001

*[1] Indicates a statistical difference at levels shown above between respondents who were certified and those who were not certified. Regarding item 1, the proportion of non-certified teachers who chose "very useful" was larger than those who were certified. Regarding items 7, 8, 9 and 10, the proportion of certified teachers who chose "very helpful" and "somewhat helpful" was larger than those who were non-certified.

*[2] Indicates a statistical difference at levels shown above between respondents who were employed at large schools and those at small schools. Regarding item 1, the proportion of teachers at small schools who chose "very helpful" was larger than those at large schools. Regarding item 5 the proportion of teachers at large schools who chose "very helpful" was larger than those at small schools.

*[3] Indicates a statistical difference at levels shown above between respondents who were yearbook advisers, newspaper advisers and advisers to both publications. Regarding items 2 and 3, the proportion of yearbook advisers who chose "very helpful" was larger than newspaper advisers or those who advise both publications. Regarding items 5, 6 and 9, the proportion of newspaper advisers who chose "very helpful" was larger than yearbook advisers or those who advise both publications.

Table V

Types of Instructors at Workshops and Student Publication Days
Ranked in Order of Largest Percentage of "Very Helpful" Responses

Item	Very Helpful	Somewhat Helpful	Not Helpful	Not Very Helpful	Not At All Helpful
Someone who is currently teaching-advising secondary school journalism N=278	73.0%	20.9%	4.7%	1.1%	0.4%
Someone who has professional media experience N=270	41.9%	42.6%	9.6%	4.8%	1.1%
Someone who represents a yearbook company or other publishing firm*[1]+++*[2]++ N=268	34.8%	46.2%	10.3%	7.7%	1.1%
Someone who holds a teaching position at a college or university*[3]+ N=273	16.0%	48.9%	25.4)	7.5%	2.2%

+=p<.05 ++=p<.01 +++=p<.001

*[1]Indicates a statistical difference at levels shown above between respondents who were employed at large schools and those at small schools. The proportion of those at small schools who chose "very helpful" was larger than those at large schools.

*[2]Indicates a statistical difference at levels shown above between respondents who were yearbook advisers, newspaper advisers and advisers to both publications. The proportion of yearbook advisers who chose "very helpful" was larger than newspaper advisers or those who advise both publications.

*[3]Indicates a statistical difference at levels shown above between respondents who were certified and those not certified. The proportion of those certified who chose "very helpful" was larger than those not certified.

Footnotes

1 Robert J. Cranford, "When Are Career Choices for Journalism Made?" *Journalism Quarterly*, 37:422-425 (Summer 1960) and Robert V. Koziol, "Future Trends in Journalism Education," *The School Press Review*, 56:12-13 (February 1981).

2 Jack Dvorak, "Journalism's Role in the Secondary School Language Arts Curriculum in the Context of the Educational Reform Movement." Unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Indianapolis, January 1985 and Jack Dvorak, "Comparisons of College Grades, ACT Scores and High School Grades Between Those with and Those without High School Newspaper or Yearbook Experience." Unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Norman, August 1986.

3. David L. Bennett, "The Status of Scholastic Journalism: An Analytical Survey of the Nature of and Attitude Toward Scholastic Journalism in Oklahoma," unpublished M.A. thesis, University of Oklahoma, 1969; Robert Owen Gary, "A Comprehensive Study of High School Journalism in Southern Illinois High Schools," unpublished M.A. thesis, Southern Illinois University, 1969; David C. Henley, "A Study of the Educational and Professional Backgrounds of Journalism Teachers in California Public High Schools," unpublished Ph.D. dissertation, United States International University, San Diego, 1974; George T. Arnold, Jr., "An Examination of the Status, Function, and Perceived Needs of Journalism Education in the High Schools of West Virginia," unpublished Ph.D. dissertation, Ohio University, 1980.

4. Doug D. Whittle, "A Needs Assessment of Continuing Education in Journalism for the Secondary Teacher/Adviser in Iowa," unpublished M.S. thesis, Iowa State University, 1983. p. 49.

5. Whittle, *op. cit.*, pp. 44-55.

6. John William Click, " Development of a Model for the Short-Term Training of High School Publications Advisers," unpublished Ph.D. dissertation, Ohio State University, 1977.

7. Dorothy Bowles, "The Outstanding Yearbooks Revisited: A Description and Comparison of Programs and Advisers of All American High School Yearbooks in 1969 and 1979," Unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Boston, 1980.

8. Gary, *loc. cit.*, Henley, *loc. cit.*, and Bowles, *loc. cit.*

9. Whittle, *op. cit.* and John W. Windhauser and J.W. Click, "High School Journalism Courses, Teachers and Perceived Professional Needs in Indiana, Ohio and Pennsylvania," Unpublished report prepared for presentation to Association fo Education in Journalism and Mass Communications, Carbondale, 1972.

10. Bennett, *loc. cit.*, and Arnold, *loc. cit.*

11. Click, *loc. cit.*, and John H. Knowles, A Study of Courses in Methods of Teaching Secondary School Journalism with a Proposed Ideal Methods Course, unpublished Ph.D. dissertation, University of Kansas, 1956.

12. Categorical modification to adjust for variation in category size and interaction of category types was employed for questions 28-5 and 28-9 which asked respondents to rate broadcasting and to rate publications in the small school as "very helpful," "somewhat helpful," "not sure," "not very helpful" and "not at all helpful" as types of instruction at workshops and student publication days. Findings were not statistically significant. Such results appeared to preclude the necessity of further tests employing categorical modification and the researchers based findings and conclusions on chi square methodology described in the text.

13. Percentages for the entire sample are presented in the text and tables. Breakdowns were done in four ways for each respondent type described in the above text. There were few statistically significant differences in these breakdowns; therefore, interpretations of those breakdowns which were found to be statistically significant are presented, not in tables, but in the text.

14. In analyzing other parts of this research, the average journalism-publication class size was reported to be from four to 56, with 10

being the most often reported average class size. A class size of 30 or less was reported by 96.4 percent of respondents; 51.1 percent reported class size of less than 12.

15. *Ibid.*

16. Click, *op. cit.*, p. 217.

17. Whittle, *op. cit.*, p. 53.

18. Richard C. Gotshall, "Certification of Journalism Teachers; A Survey of the States," Unpublished report prepared for presentation to Association for Education in Journalism and Mass Communication, Corvallis, 1983.

19. Bowles, *op. cit.*, p. 15.

20. Gary, *op. cit.*, p. 16 and Arnold, *op. cit.*, p. 63.

21. Click, *op. cit.*, p. 225.

22. Whittle, *op. cit.*, p. 54.

23. Whittle, *op. cit.*, p. 46.

24. Click, *op. cit.*, p. 222.

25. Whittle, *op. cit.*, p. 45.

26. Bowles, *op. cit.*, pp. 6-7.

27. Click, *op. cit.*, pp. 218-219.

28. Whittle, *op. cit.*, pp. 48-49.